DOCUMENT RESUME

ED 389 759 TM 024 393

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TITLE Portfolios across the Curriculum and Beyond.
REPORT NO ISBN-0-8039-6303-3
PUB DATE 95
NOTE 94p.
AVAILABLE FROM Corwin Press, Inc., 2455 Teller Road, Thousand Oaks, CA 91320-2218 (paperback: ISBN-0-8039-6303-3; clothbound: ISBN-0-8039-6403-X).
PUB TYPE Books (010) -- Guides - Non-Classroom Use (055)

EDRS PRICE Document Not Available from EDRS.
DESCRIPTORS *Curriculum; Educational Administration; *Educational Assessment; Educational Technology; *Evaluation Methods; Instructional Effectiveness; *Portfolios (Background Materials); Professional Development; Summative Evaluation; *Teacher Evaluation; Teaching Methods; Test Use
IDENTIFIERS *Authentic Assessment; *Performance Based Evaluation; Process Measures

ABSTRACT

This guidebook explains the purpose and rationale for initiating a portfolio process in the schools. A fundamental authentic assessment principle holds that students should demonstrate, rather than be required to tell or be questioned about, what they know and can do. The use of portfolios has gained significant attention as an alternative to traditional student assessment. The portfolio is defined as a systematic and organized collection of evidence used by the teacher and student to monitor growth of the student's knowledge, skills, and attitudes. Curriculum, instruction, and assessment intersect via portfolios, tying the three together effectively for students. Both process and product portfolios have roles to play in authentic assessment. Strategies for implementing portfolios, using them in the classroom, and using them for teacher and administrator growth and evaluation are discussed. Chapter 5, "Technology and Portfolios in the Future," by Bonnie K. Mathies, considers the potential of this avenue of assessment. Four resources are presented, including a discussion of portfolio issues, a conference report and summary about portfolios, and a list of 21 computer software resources. A 14-item annotated bibliography is also included. (Contains 37 references.) (SLD)

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